

Review of the Draft Common Standards

Professional Services Division

February 14-15, 2007

Overview of this Report

This report provides an update on the revision of the Commission's Common Standards and brings the standards to the Committee on Accreditation (COA) for approval to be sent to the Commission for information and stakeholder input.

Staff Recommendation

Staff recommends that the COA approve the draft Common Standards and forward them and a plan to gather stakeholder input to the Commission.

Background

The Common Standards have been reviewed and revised to ensure their alignment with the purposes of the revised accreditation system. A Common Standards Work Group met and drafted revisions to the Commission's Common Standards that were presented and discussed at the October 18 COA meeting. Input from that meeting was incorporated into the next revision which was sent to all COA and Accreditation Study Work Group members. Suggestions were received and have been incorporated into the current draft.

It is expected that after the Commission receives the draft Common Standards at the March meeting, the draft standards will be sent to the field for stakeholder feedback. Strategies that might be used to gather this feedback include 1) meetings held throughout the state by members of the COA, Common Standards Work Group and/or CTC staff, 2) post the draft Common Standards on the CTC website with a feedback form for others who would like to comment.

Approving the Common Standards is a part of the accreditation system implementation process. The table below outlines the timeline for development of standards-based activities of the system.

Accreditation System Activity	Committee on Accreditation action	To the Commission as information	To the Commission as action item
Common Standards	February 2007	March 2007	June 2007
Accreditation Framework	April 2007	June 2007	August 2007
Experimental Program Standards	June 2007	August 2007	October 2007

The proposed Common Standards are provided on the pages that follow.

Standard 1: Educational Leadership

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty and relevant stakeholders. Unit leadership creates effective strategies to realize the needs of all programs and represents the interests of each program within the institution or program sponsor.

Standard 2: Unit and Program Evaluation System

The education unit implements an assessment system for ongoing program and unit evaluation and improvement. The system collects, analyzes and utilizes data on candidates' performance and unit operations. Assessment of candidates in all programs includes regular and comprehensive data collection related to applicant qualifications, proficiencies and competence. Data are analyzed to identify patterns and trends and serve as the basis for programmatic and unit decision-making.

Standard 3: Resources

The institution or program sponsor provides the unit with the necessary budget, personnel, facilities and other resources to effectively prepare candidates to meet the state adopted standards for educator preparation. Sufficient resources are consistently allocated for the effective operation of each credential or certificate program to enable it to be effective in coordination, admission, advising, curriculum development, instruction, field and clinical supervision, and assessment management. Library and digital media resources, information and communication technology resources and support personnel are adequate. A process that is inclusive of all programs is in place to determine resource needs.

Standard 4: Faculty

Qualified persons are hired and assigned to teach and supervise all courses in each credential preparation program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity and have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Standard 5: Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports students from diverse populations. The unit determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and show strong potential for professional success in schools, as evidenced by a variety of personal characteristics and prior experiences. Each individual has personal qualities and pre-professional experiences that suggest a strong potential for professional success and effectiveness.

Standard 6: Advice and Assistance

Qualified members of the unit are assigned and available to advise candidates, as the need arises, about their academic, professional and personal development, and to assist in their professional placement. Appropriate information is readily available to guide each candidate's attainment of all program and credential requirements. The unit provides support to candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession. Data on student progress are consistently utilized to guide advisement and assistance efforts.

Standard 7: Assessment of Candidate Competence

Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to effectively impact all students' learning and support all students in meeting the state-adopted academic standards. Assessments indicate that credential candidates meet the Commission-adopted competency requirements as specified in the appropriate credential program standards.

Standard 8: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences so that candidates develop and demonstrate the knowledge and skills necessary to effectively impact and support all students so that they learn and meet state-adopted academic standards. For each credential preparation program the unit collaborates with its school partners in the criteria for selection of school sites, effective clinical personnel and site based supervising personnel. Fieldwork and clinical experiences provide candidates with the opportunity to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

Standard 9: Program Sponsor, District and University Field Experience Supervisors

Field supervisors provide systematic and continuing support for candidates. Field experience supervisors are carefully selected, prepared to address academic content standards for students, trained in supervision, oriented to the supervisory role and evaluated in a systematic manner. Supervisory activities are evaluated and recognized appropriately District-employed supervisors are certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential.